

Tuning USA – Indiana (IN) Pilot Project – 2009-2011

Associate Degree in History

Associate degrees in History are awarded to students who, by appropriate assessment, have demonstrated that they have:

- Understanding and knowledge of the basic facts, concepts, methods and theories in history and of effective ways to communicate that knowledge in oral and written discourse.
- Competencies that enable them for entry-level employment in a wide variety of occupations and industries
- Attained levels of knowledge and competence to undertake a Bachelor's degree program in History.

Such graduates will:

Historical Knowledge	<ul style="list-style-type: none"> • Demonstrate an understanding of how people have existed, acted, and thought in the always different context of the past (through course work* [lecture and discussion], assessed by quizzes and tests [comprehensive discussion of appropriate assessment rubrics is a potential outcome of the tuning project]) <ul style="list-style-type: none"> ○ (1) Range of historical information (*UT's summary and articulation based on the 31 Tuning EU "history competences"; <i>nota bene</i>: UT does not distinguish between the levels of associate and bachelor's; level-specificity is addressed in the rubrics UT developed for surveys and upper-division courses) ○ surveys of pre-modern, modern, and US history <ul style="list-style-type: none"> ▪ The coursework explores: how change occurs over time; the complex issue of historical causation; the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events; and the ways in which factors such as race, gender, class, ethnicity, region, and religion create "histories" rather than a monolithic past. • Demonstrate an understanding of the complexity and diversity of situations, events and past events and of the importance and critical perspective of historical knowledge for contemporary society (through course work [lecture and discussion], assessed by quizzes and tests; through specifically designed assignments [oral and written presentations]; [comprehensive discussion of appropriate assessment rubrics is a potential outcome of the tuning project])
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	<ul style="list-style-type: none"> • Demonstrate respect for points of view derived from other national or cultural backgrounds (through course work [discussion]) • Demonstrate an understanding of the nature of history as a discipline; the interdisciplinary and global dimensions of professional history; and an appreciation of the temporary and complex character of historical knowledge, research, and record (through course work [lecture and discussion], assessed by quizzes and tests; through specifically designed assignments [oral and written presentations])
Historical Thinking and Analytical Skills	<ul style="list-style-type: none"> • Demonstrate understanding of the basic facts, concepts and terms and theories in history (through course work [lecture and discussion], assessed by quizzes and tests) • Demonstrate basic understanding of historiography (through course work [lecture and discussion], assessed by quizzes and tests) • Demonstrate basic understanding of the most important factors in the development of human society (agriculture, industry, religion, government, war and peace, culture, environment) (through specifically designed assignments [oral and written presentations]) • Demonstrate basic familiarity with one or two time periods, geographic regions and/or thematic fields of history • Demonstrate knowledge of major historical research methods, including quantitative and qualitative techniques (through specifically designed assignments [oral and written presentations]) • Effectively and efficiently find and handle basic information, data and evidence on simple historical problems through specifically designed assignments [oral and written presentations]) • Read, analyze, summarize and evaluate texts critically and think in a problem-oriented way (through specifically designed assignments [oral and written presentations]) • Read and develop maps and timelines (through specifically designed assignments [oral and written presentations]) • Demonstrate basic competence in placing events, processes and structures into historical context (through course work [lecture and discussion], assessed by quizzes and tests) • Demonstrate basic ability to utilize historical methods (through specifically designed assignments [oral and written presentations]) • Demonstrate basic understanding of and ability to determine the quality of research and validity of source materials (through specifically designed assignments [oral and written presentations]) • UT's summary and articulation <ul style="list-style-type: none"> ○ (2) Recognize the past-ness of the past ○ The ability to understand how people have existed, acted, and thought in the always different context to

	<p>the past. History often involves encountering and sensing the past's otherness and of learning to understand unfamiliar structures, cultures, and belief systems. These forms of understanding also shed important light on the influence which the past has on the present</p> <ul style="list-style-type: none"> ○ (3) Emphasize the complex nature of past experience ○ The appreciation of the complexity and diversity of situations, events, and past mentalities. This emphasis is central to history's character as an anti-reductionist discipline fostering intellectual maturity ○ (4) Emphasize the complex and problematic nature of the historical record ○ The understanding of the problems inherent in the historical record itself: <ul style="list-style-type: none"> ▪ Awareness of a range of view points; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting, and often incomplete material; a feeling for the limitations of knowledge and the dangers of simplistic explanations ○ (5) Develop skills in critical thinking and reading ○ <i>Critical thinking</i>: a recognition that statements are not all of equal validity, that there are ways of testing them, and that historians operate by rules of evidence which, though themselves subject to critical evaluation, are also a component of intellectual integrity and maturity. ○ <i>Critical reading</i>: The ability to read and analyze texts and other primary sources, both critically and empathetically, while addressing questions of genre, content, perspective and purpose. Primary sources include visual and material sources like topographical evidence, paintings, coins, medals, cartoons, photographs and films. ○ (6) Develop research skills ○ Intellectual independence: a history program is not simply or even primarily a preparation for research in the subject, but it should incorporate the general skills of the researcher, namely the ability to set tasks and solve problems. <ul style="list-style-type: none"> ▪ This involves: bibliographic skills; the ability to gather, sift, select, organize and synthesize large quantities of evidence; the ability to formulate appropriate questions and to provide answers to them using valid and relevant evidence and argument. It should develop reflexivity, i.e. an understanding of the nature of the discipline including what
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	<p>questions are asked by historians, and why.</p> <ul style="list-style-type: none"> ○ (7) Develop the ability to construct reasonable historical arguments) ○ In written and oral form, drawing on and presenting all the above skills. Such argument should have structure; it should be relevant and concise. In the case of written argument it should be expressed in clear, lucid and coherent prose. Orally, it should involve the capacity to sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, and amend views as necessary in the light of evidence and argument. {cf. to IN Communication Skills, too}
Communication Skills	<ul style="list-style-type: none"> • In written work and oral presentations explain a historical topic in a coherent, well-structured, accurate and controlled manner using terminology and techniques accepted in the historical profession • Participate actively and knowledgeably in discussions demonstrating respect for the reasoned views, opinions and feelings of others (through course work [discussion])
Personal Motivation and Initiative	<ul style="list-style-type: none"> • Demonstrate ability to follow instructions and respond constructively to criticism (through specifically designed assignments [written projects]) • Participate actively in collective projects (through course work [discussion])

Bachelor Degree in History

Bachelor degrees in History are awarded to students who, by appropriate assessment, have demonstrated that they:

- Have understanding and knowledge of the fundamental facts, concepts, methods and theories of history
- Can evaluate historical information for its relevance and put it in context
- Can effectively communicate historical information verbally and in writing using accepted standards.
- Have acquired competencies that prepare them for employment in a wide variety of occupations and industries
- Have attained a standard of historical knowledge and competence to apply to a Master's degree program

Such graduates will:

Historical Knowledge	<ul style="list-style-type: none">• Demonstrate an understanding of how people have existed, acted, and thought in the always different context of the past (through course work* [lecture and discussion], assessed by quizzes and tests [comprehensive discussion of appropriate assessment rubrics is a potential outcome of the tuning project])<ul style="list-style-type: none">○ Upper-division courses of that<ul style="list-style-type: none">▪ provide greater focus and analytical rigor in specific subject areas▪ lead up to a capstone course focused on the construction of a senior thesis (*UT's articulation)• Demonstrate an understanding of the complexity and diversity of situations, events and past events and of the importance and critical perspective of historical knowledge for contemporary society (through course work [lecture and discussion], assessed by quizzes and tests; through specifically designed individual and group project assignments [oral and written presentations]; [comprehensive discussion of appropriate assessment rubrics is a potential outcome of the tuning project])• Demonstrate respect for points of view derived from other national or cultural backgrounds (through course work [discussion]) Demonstrate an understanding of the nature of history as a discipline; the interdisciplinary and global dimensions of professional history; and an appreciation of the temporary and complex character of historical knowledge, research, and record (through course work [lecture and discussion], assessed by quizzes and tests; through specifically designed project assignments [oral and written presentations])
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<p>Historical Thinking and Analytical Skills</p>	<ul style="list-style-type: none"> • Acquire broad knowledge and understanding of the basic facts, concepts, themes and theories in history (demonstrated through course work [lecture and discussion], assessed by quizzes and tests; specifically designed project assignments [oral and written presentations]; [comprehensive discussion of appropriate assessment rubrics is a potential outcome of the tuning project])) • Demonstrate broad understanding of basic historiography (through specifically designed project assignments [oral and written presentations]) • Demonstrate understanding of factors in the development of human society (through specifically designed project assignments [oral and written presentations]) • Demonstrate familiarity with two or more time periods, geographic regions and/or thematic fields of history (through specifically designed project assignments [oral and written presentations]) • Demonstrate basic knowledge of major historical research methods, including quantitative and qualitative techniques (through specifically designed project assignments [oral and written presentations])Effectively and efficiently find and handle information, data and evidence on complex historical problems (through specifically designed project assignments [written projects]) • Demonstrate ability to search for appropriate secondary literature, including the use of scholarly references, design and annotation of bibliographies, and address questions of genre, content, perspective and purpose (through specifically designed project assignments [written projects]) • Demonstrate ability to conduct searches for primary sources (through specifically designed project assignments [written projects]) Read, analyze and critically evaluate texts and other primary sources (through specifically designed individual and group assignments [oral and written presentations]) • Read and develop maps and timelines (through specifically designed individual and group project assignments [oral and written presentations]) • Place events, processes and structures in their historical context (through specifically designed individual and group project assignments [oral and written presentations]) • Place new data and interpretations into context (through specifically designed individual and group project assignments [oral and written presentations]) • Determine the quality of research (through specifically designed individual project assignments [written projects]) • Demonstrate the ability to use basic historical interpretation and evaluation methods (through specifically designed individual and group project assignments [oral and written presentations]) • Comment, annotate and/or edit documents correctly according to the critical canons of history (through specifically designed
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	<p>individual assignments [written projects])</p> <ul style="list-style-type: none"> • Formulate and test plausible historical hypotheses and marshal an argument (through specifically designed individual assignments [written projects])
Communication Skills	<ul style="list-style-type: none"> • Explain a complex historical topic in a coherent manner using terminology and techniques accepted in the historical profession (demonstrated through specifically designed individual and group project assignments [oral and written presentations]; [comprehensive discussion of appropriate assessment rubrics is a potential outcome of the tuning project])) • Demonstrate the ability to present arguments for the importance of knowing the past to understand contemporary society (through specifically designed individual and group project assignments [oral and written presentations]) • Participate actively and knowledgeably in discussions with respect for the reasoned views, opinions and feelings of others (through specifically designed individual and group assignments [oral presentations]) • Make effective use of historical discourse (through specifically designed individual and group project assignments [oral and written presentations])
Personal Motivation and Initiative	<ul style="list-style-type: none"> • Follow instructions and respond maturely to criticism (through specifically designed assignments [written projects]; [comprehensive discussion of appropriate assessment rubrics is a potential outcome of the tuning project])) • Demonstrate ability to work independently and systematically on a defined topic (through specifically designed individual and group assignments [projects in oral and written formats]) • Analyze and critique one's own point of view (through specifically designed individual and group assignments [projects in oral and written formats]) • Participate actively in collaborative projects (through specifically designed group assignments [projects in oral and written formats]) • Demonstrate the ability to effectively lead a group project (through specifically designed group assignments [projects in oral and written formats]) • Demonstrate knowledge, understanding and skills in an extended research paper, including critical use of primary sources (through specifically designed individual project assignment [written presentation]) • Write short scholarly articles (through specifically designed individual assignments [book reviews and discussion of historical subjects in essay form]) • Effectively engage in peer-to-peer teaching experiences (through specifically designed group assignments [in oral and written formats])

Master's Degree in History

Master's degrees in history are awarded to students who, by appropriate assessment, have demonstrated that they:

- Have deep understanding and knowledge of the complex facts, concepts, methods and theories of history
- Can evaluate historical information for its relevance and put it in its context
- Gained mastery of a particular field of history
- To effectively communicate information verbally and in writing, using accepted standards
- Have acquired competencies that prepare them for employment in a wide variety of occupations and industries
- Have attained a standard of historical knowledge and academic competence in the study and application of history, independence, open-mindedness, and originality which can be used to apply for advanced graduate studies

Such graduates will:

Historical Knowledge	<ul style="list-style-type: none">• Demonstrate understanding of continuity and change over an extended period of time (at the master's level the acquisition of knowledge is integrated and based on coursework [colloquia and seminars]; directed readings; specifically designed individual and group assignments [presentations in oral and written form]; [comprehensive discussion of appropriate assessment rubrics is a potential outcome of the tuning project]))• Demonstrate understanding of complex and diverse situations in the past, respecting points of view derived from different backgrounds• Demonstrate understanding and ability to explain the importance and critical perspective of historical knowledge for contemporary society• Demonstrate understanding and ability to explain the nature of history as a discipline (what questions historians ask and why)• Demonstrate understanding and the ability to compare and explain the diversity of specializations of and fields in history, different perspectives on the past, different methods of researching the past, and different theories that can be used in historical research• Demonstrate understanding and the ability to explain the evolving and complex nature of historical knowledge, the ongoing nature of historical debate and research, and the problems inherent in the historical record itself
Historical Thinking and Analytical Skills	<ul style="list-style-type: none">• Demonstrate the ability to apply understanding and broad knowledge of basic facts, concepts, terms and theories in history (at the master's level the acquisition and application of knowledge and skills is integrated and based on coursework

	<p>[colloquia and seminars]; directed readings; specifically designed individual and group assignments [projects in oral and written form]; [comprehensive discussion of appropriate assessment rubrics is a potential outcome of the tuning project]]</p> <ul style="list-style-type: none"> • Demonstrate the ability to apply understanding and broad knowledge of historiography • Demonstrate the ability to apply understanding of factors in the development of human society to at least one specific area and period or sub-field in history • Demonstrate mastery of one or more time periods, geographic regions, and/or thematic fields in history through written and oral assignments • Demonstrate the ability to apply the major historical research methods, including qualitative and quantitative techniques, to at least one specific area and period or sub-field of history • Demonstrate the ability to think in a problem-oriented way • Demonstrate the ability to effectively find and handle information, data, and evidence concerning complex historical problems • Demonstrate the ability to effectively search for appropriate secondary literature, including using scholarly references, designing and annotating of bibliographies, and addressing questions of genre, content, perspective and purpose • Demonstrate the ability to effectively search for primary sources, including documents in their original language and format, and to address questions of genre, content, perspective and purpose • Demonstrate the ability to read, analyze, synthesize and evaluate texts and other primary sources critically • Demonstrate the ability to develop and compare maps and timelines • Demonstrate the ability to place events, processes, and structures into their historical context • Demonstrate the ability to place new data and interpretations into context • Demonstrate the ability to determine the quality of research • Demonstrate the use of basic historical methods • Demonstrate the ability to comment on, annotate and edit documents correctly according to the critical canons of history • Demonstrate the ability to formulate and test plausible historical hypotheses and marshal an argument
Communication Skills	<ul style="list-style-type: none"> • Demonstrate the ability to explain complex historical topics in a coherent manner using terminology and techniques accepted in the historical profession to varied audiences (at the master's level the acquisition and application of knowledge and skills is integrated and based on coursework [colloquia and seminars]; directed readings; specifically designed individual and group assignments [projects in oral and written form]; peer-to-peer presentations; formal and informal teaching opportunities [comprehensive discussion of appropriate assessment rubrics is a

	<p>potential outcome of the tuning project]]))</p> <ul style="list-style-type: none"> • Demonstrate the ability to present arguments for the importance of knowing the past to varied audiences, using a range of presentational media • Demonstrate active and knowledgeable participation in discussions among a variety of learners with respect for the reasoned views, opinions and feelings of others • Demonstrate the ability to master historical discourse with imaginative insight in written and oral form, using a variety of presentational media
Personal Motivation and Initiative	<ul style="list-style-type: none"> • Demonstrate the ability to provide and accept the practices of peer review typical in the profession (at the master's level the acquisition and application of knowledge and skills is integrated and based on coursework [colloquia and seminars]; directed readings; specifically designed individual and group assignments [projects in oral and written form]; peer-to-peer presentations; formal and informal teaching opportunities; [comprehensive discussion of appropriate assessment rubrics is a potential outcome of the tuning project]) • Demonstrate the ability to take initiative and work independently and systematically on an original historical topic • Demonstrate the ability to analyze, critique and develop one's own point of view • Demonstrate active participation in collaborative projects • Demonstrate the ability to take a leadership role in collaborative projects • Demonstrate acquired knowledge, understanding, skills, original thinking, problem-solving, and interpretation in an extended, peer-reviewed research paper or project • Demonstrate the ability to write scholarly articles for publication